



# Training preschool educational institutions on the performance of uzbek folk instruments

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## ABSTRACT

This article provides detailed information on the use of methods by educators in preschool education to engage children in Uzbek folk instruments, the study of various songs through the words of the instrument, the use of music in determining the temperament of children given.

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## **Maktabgacha ta'lim muassasalari tarbiyalanuvchilarini o'zbek xalq cholg'u sozlari ijrochiligiga o'rgatish**

### **ANNOTATSIYA**

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**Kalit so'zlar:**

qonun,  
qaror,  
islohot,  
teatr,  
ma'naviy-ma'rifiy  
madaniyat,  
san'at,  
musiqqa,  
innovatsiya,  
muzey,  
farmon,  
meros,  
tarix,  
maqom,  
hujjat,  
milliy,  
bog'cha,  
cholg'u,  
temperament.

Mazkur maqolada maktabgacha ta'lim tashkilotlarida tarbiyachilar tomonidan bolalarni o'zbek xalq cholg'u asboblari qiziqtirishda turli metodlardan foydalanish, cholg'u sozlari orqali turli xil qo'shiqlarni o'rganish, bolalarning temperamentini aniqlashda musiqadan foydalanish haqida to'liq ma'lumot berilgan.

## **Обучение дошкольных образовательных учреждений исполнению на узбекских народных инструментах**

### **АННОТАЦИЯ**

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**Ключевые слова:**

закон,  
постановление,  
реформа,  
театр,  
духовно-просветительская  
культура,  
искусство,  
музыка,  
новаторство,  
музей,  
указ,  
наследие,  
история,  
статус,  
документ,  
национальный,  
дошкольное учреждение,  
инструмент,  
темперамент.

В данной статье дана подробная информация об использовании воспитателями в дошкольном воспитании методики занятия детей игрой на узбекских народных инструментах, изучении различных песен через слова инструмента, использовании музыки в определении темперамента детей.

After gaining independence, the Republic of Uzbekistan has been implementing a number of major projects to restore and study the rich cultural heritage of our people [1]. For a child, music is a world of joyful experiences. In his early childhood, toddler distinguishes music from the sounds and noises around him. He focuses on the melody he

is listening to, is silent for a while, listens to it, responds to it with a smile, a murmur, some movement, shows a “complex of animations”. Older children will have more developed psychological abilities. That is, as a child grows up, his consciousness develops, his physical and mental activities increase, and his musical interests develop: he begins to show an interest in one or another type of activity, a genre of music. Preschools focus on music lessons, children’s behavior, and learning and creative assignments. They are slowly acquiring executive skills. They badiha simple melodies and try to perform metrorhythmic movements, applause and dances to these tones. The full development of the child’s personality, aesthetic upbringing is achieved through its integral connection with moral, mental and physical upbringing.

A well-designed and age-appropriate program is essential to achieve the desired ideological and ethical results. Cognitive and intellectual activities are active in children during music lessons. If you play music on any musical instrument, the children will listen to the music attentively. In this case, children listen to music, react to the character of the work, and form a kind of musical image in the imagination of the music played on a musical instrument. If the child is given the opportunity to listen to music attentively, the child will naturally express his or her emotional response to the music. These expressed emotional relationships enrich and expand the child’s feelings and experiences, giving them awareness [2].

In order to develop and develop musical aesthetic education for preschool children, it is possible to achieve this in the use of all types of music that are understandable to children, all the capabilities of the growing person. Music educators working in preschools should not abuse each child’s unique character and impact. The art of music, its unique features, allows the music director to solve a number of specific tasks:

1. Nurture a love and interest in music.
2. Enrich children’s impressions by introducing them to a variety of musical works and the means of expression used in them, using a specific approach system.
3. Introduce children to the basics of musical literacy by developing the simplest performance skills in the field of rhythmic playing, singing, and engaging them in a variety of musical activities.
4. To develop children’s general musical ability (hearing, sense of rhythm), to form a singing voice and expressive movements.
5. Helping to improve the taste of elementary music.
6. To develop children’s creative attitude to music, first of all, by applying new combinations to musical games and dance movements that are suitable for such activities [3].

These tasks help children identify their desire to play a musical instrument, sing, or dance. Of course, the manifestation of these aspirations is more typical for middle and older children of preschool education. In preschool, the music teacher introduces children to music from the earliest years of their lives, giving them the experience of listening to the simplest melodies (sung or played on children’s musical instruments) and encouraging them to respond with sound or movement. lays the groundwork for active music activities. At the same time, the child begins to develop basic musical skills: emotional attitude to music, ability to listen to music, sense of rhythm.

The development of a child’s musical ability is based on listening, distinguishing, and repeating the four basic characteristics of sound: thickness, length, timbre, and power. Research analysis shows that the foundations of music perception appear in the first months of a child’s life; when a child perceives sounds of a certain thickness, he

responds to them emotionally, comes to life significantly: smiles, listens to the simplest song, melodies attentively. Without a child's emotional response, there can be no question of music education. In order to achieve the goal of the dissertation, to teach students in preschool organizations to perform any musical instrument, the music director of the organization must have the following basic knowledge and skills:

1. Good knowledge of children's psychology in terms of age.
2. Preschool education organization must have certain musical performance skills provided by the music director, must be familiar with piano and folk instruments.
3. Be able to attach each of the children in the group to a specific instrument based on their mental and physical condition.
4. Be able to choose the right repertoire, taking into account the age and group of students.
5. It is permissible to arouse the affection of the pupils attached to this or that instrument for the instrument.

This is one of the most fun activities in music lessons. This activity encourages children to be creative. Every child is interested in live sound toys on musical instruments. The rhythmic accompaniment of claps and children's musical instruments plays an important role in deepening the understanding of the characters and images of music, in creating the appropriate emotional feelings, especially in the development of children's creative abilities. The use of children's musical instruments in music lessons gives positive results, as well as increases children's motivation, interest, musical reading, memory, sense of rhythm and speech.

It is known that the future of preschool children in our country depends on such issues as their proper and healthy upbringing. In accordance with the Decree of President Shavkat Miromonovich Mirziyoev dated September 30, 2017 PD-5198 "On measures to radically improve the management of preschool education" and the decision of the Cabinet of Ministers of the Republic of Uzbekistan, a number of tasks are loaded. The tasks set out in this decree and resolution have been put into practice. As far as we know, the period from 3 to 7 years is the period of kindergarten age. Considering that there will be very rapid qualitative changes in the psychology of preschool children, there are 3 periods: 3-4 years of preschool age; 4-5 years of age in preschool to high school age; We can divide 6-7 years and older preschoolers into older adults. It is necessary to properly organize the training of each child in preschool education in the performance of a particular instrument. For this we; To study the age categories of children in preschool education institutions in Uzbekistan, to know the abilities and capabilities of children according to their age, to study the stages of development of children in the same period, and to take into account children's temperaments. one trainee should be attached to specific instrumental words. In preschools, groups are divided into 4 age groups.

1. Small group – this group includes children from 3 to 4 years old.
2. Middle group – in this group from 4 to 5 years.
3. Large group – 5 to 6 years old.
4. Pre-school group – children from 6 to 7 years old. In each of these periods, we will look at how to teach students how to play an instrument, and in order to achieve good results, we will first look at the abilities and capabilities of preschoolers according to their age:

- 1-year-old children – According to the data collected by psychologist A. Lyublinskaya, the baby's hearing begins to work on days 10-12. A two-month-old baby, on the other hand, is silent when he hears music. At 4-5 months, the baby begins to look in the direction the sound is coming from. From an early age, infants develop a personal attitude toward the sounds of music. By the end of the first year, the child's general sense of hearing is formed. The child listens to different types of music from adults and sings it with a special intonation (making similar sounds). Expressing an emotional attitude to music, the development of auditory senses, serves to implement musical education from early childhood.

- 2-year-olds – children show bright emotions in perceiving music. The sense of hearing is differentiated: the child can distinguish between high and low, high and low sounds, and even timbre. The child's first singing skills are consciously formed; the child begins to sing along with the adult. The child is able to perform simple musical movements such as clapping, kneeling, and spinning under music.

- 3-4 year olds – individual hearing loss. For example, they can play a simple song clearly. Words can now be used in conjunction with words that used to be used interchangeably. There are also significant changes in their thinking. Demonstrative-action thinking becomes visual-imaginative thinking. Children of this age are able to move independently and dance and play independently.

- 5-year-olds – children actively ask “why?”, “Where?”. is a time when questions like The child begins to understand the connections between events and happenings and begins to generalize them in a simple way. Children are able to observe, especially when the music is happy or sad, when the sounds are loud or low, and when the instrument is played. They begin to understand how to play a song and what actions to take. During this period, children's voices become resonant and bright. The intonation of the voice becomes stagnant, but it still needs the help of adults. At this age, the ability to hear is formed. During this time, they begin to master the basic types of movements, such as walking, running, and jumping. Children may choose one type of activity based on their individual characteristics and abilities.

- 6-7 year olds – this is the time when children start preparing for school. Based on the knowledge and impressions gained during the music lessons, children will be able to comment on musical works, identify the means of expression of music, and distinguish the signs of musical mood. During this time, children develop and go through several stages of development:

1. Emotional development – a sharp or vivid emotional reaction to simple musical sounds;

2. Development of emotion, perception and hearing – from individual perception of musical sounds, whole, conscious and active perception, perception of the characteristics, pitch, timbre, dynamics, rhythm of sound;

3. Relationship – the transition from unstable interests to stable interests, needs, the emergence of the first aspects of musical taste;

4. Performance – imitation of visual activities, musical rhythmic and singing activities. Preschool education should be designed with the same developmental stages in mind [4].

As I mentioned above, in teaching preschoolers to play folk instruments, it is advisable to teach children to perform certain musical instruments, taking into account the temperament and age groups of children. In addition, one of the main objectives of the dissertation is to consider the impact of folk instruments on the consciousness and development of children, their mental and physiological state.



Accordingly, we will consider the effect of instruments on the child's consciousness and temperament.

I. Sanguine: Sanguine children are cheerful, active, mobile, cheerful, and prone to leadership. They rarely get upset, and outdoor activities work best for them. These temperamental children lack patience and perseverance. Such children need constant supervision.

II. Phlegmatic: Children with this type of temperament are immobile, calm, self-controlled, and a little emotionless. Such children prefer quiet games. They take a long time to adapt to new conditions. It is necessary to try to activate such children, to diversify their leisure time, to teach agility and mobility.

III. Choleric: such children love noisy and active games, have leadership qualities, quickly perceive and remember material. They adapt very easily to new conditions and sleep less. Such children need to be energized.

IV. Melancholic: Children with a melancholic temperament are calm, self-controlled, less outgoing with their partners, smart, and unhurried. Such children get tired quickly, are not confident in their abilities, but are very sensitive and pleasant to communicate. It's about caring and paying attention to temperamental kids. They should be encouraged to take every initiative and be careful in communicating with them.

Many pedagogical scholars have developed methodological guidelines for teaching preschoolers to perform folk instruments. Scientific work, experiments and research were conducted. After the independence of our country, great attention was paid to the performance of Uzbek folk instruments. In 1996, based on the idea of a skilled teacher, musicologist, Honored Worker of Culture of Uzbekistan, Professor Anvar Khakimovich Leviev, the masters of the laboratory were able to perform the Uzbek national music for preschoolers. the 1st sample of the instruments was created. By the year 2000, based on the level of executive demand, the 2nd model of the complex was created.

Complex 1: Consists of nay, kanun, rubab, afghan rubobi, dutor, tanbur, drum, box and gijjak, while in complex

2: law, tanbur, dutor, kashkar rubobi soz, doyra, drums, safoil and wooden boxes.

A.Liviyev created and published a special manual for these complexes. Of course, the media and the general public also take part in such events [5].

We can also use this special guide to teach children how to play an instrument. Differences between musical instruments created for preschoolers and those performed by adults; when these devices are designed to be small in size, taking into account the height of the children, the length of the arms and legs. In addition, the instruments are made in a small range, depending on the ability of children to perform. This will make it easier for the children to perform. The 3rd model of these complexes has been created and is used in some preschool educational institutions of the republic. Given the role of music in the development of the child, in particular, the performance of musical instruments, it would be expedient to teach pupils in all preschool institutions of the country to perform musical instruments. Knowledge of children's musical instruments and their performance style is especially important in teaching students to play musical instruments. Children's musical toys and musical instruments are divided into certain groups according to sound production and sound quality. Basically into two groups; melodic instruments for children with high volume, as well as percussion instruments that do not have a clear pitch, ie non-melodic instruments. There are also toys for the

smallest groups of preschoolers. The teaching of these instruments takes into account the abilities and capabilities of children according to their age, stages of development, mental and physical condition, children's temperament and the impact of folk instruments on the mental and physiological state of children. joiz. So we're going to look at children's music. In this process, we summarize the impact of instruments on children's health, taking into account age groups in preschools and children's temperaments.

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